

# Effectiveness of Teacher and Student Communication in Improving Student Achievement in Junior High School

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## Abstract

This study aims to determine the importance of communication in the learning process of subjects at SMP Negeri 2 Maros. This study uses a quantitative and qualitative research design. The population of this study was 14 teachers and 209 students. Data collection techniques used are observation, interviews, and questionnaires. Researchers combine several kinds of data analysis techniques. Quantitative data were analyzed statistically. For qualitative data is classified in the form of focus groups and becomes accurate facts. The results showed that interaction or communication between teachers and students at SMP Negeri 2 Maros combines various methods in teaching activities to create a productive educative atmosphere.

**Keywords:** Effectiveness, Communication, Learning Achievement

## Introduction

The teaching and learning process demands the role of the teacher as a person who has proportional expertise and competence. Because in carrying out their duties, teachers are required to have high social skills in conveying material in a method that students easily understand. Every interaction process occurs in the bond of a situation, not in a place or a vacuum. Thus, various situations provide specificity to the interaction process, for example, teaching and learning interactions or educational interactions carried out by teachers in the teaching and learning process. The most important thing is how the teacher communicates well with students so that what is conveyed can be easily understood. In modern times like this, communication becomes more accessible,

One of the communication patterns between teachers and students in the teaching and learning process is two-way communication. In this two-way communication pattern, the teacher can act as the giver of the action or the recipient of the action, and the students can be the recipient of the action and the giver of the action. Thus, the dialogue will occur between teacher and students. Referring to the statement above, the consequence is that all learning process activities are directed to students because students who have potential or abilities have not reached the optimal level in developing their abilities. Therefore, teachers must be able to foster and direct students' learning process to achieve optimal results.

The role and task of the teacher in two-way communication is not as an absolute ruler in the classroom, but the role and task of the teacher, in this case, is to create a climate and atmosphere that allows students to understand the material or materials presented by the

teacher. Unfortunately, the problem now appears that there are still teachers who, because of habit or lack of understanding, realize the nature of the teaching system oriented towards student activity. Maybe they prefer to use this pattern so that teacher-centered activities or roles become very dominant.

This fact shows that the conditions of the learning process are unprofessional, and sometimes there is an erroneous assumption that students are seen as objects so that students' potential cannot be developed. Therefore, the relationship between teachers and students must be educative or, in other words, how important it is to apply communication between teachers and students; teachers only guide and direct students in learning. In contrast, students are active parties in learning activities to create conditions that excite students. Actively and creatively. Thus, student learning achievement can be better.

As is the case at SMP Negeri 2 Maros and other formal educational institutions, the learning process for Islamic religious subjects is mainly done in monologue or lecture methods, just like in a mosque when we hear sermons or lectures. The students act as the audience who are more silent, while the teacher becomes the sole speaker until the end of the lesson. This condition causes student boredom which in turn makes learning less meaningful. The technique of teaching communication patterns is one alternative that a teacher should do in order to improve the quality of Islamic religious lessons at SMP Negeri 2 Maros.

## Method

This study uses a quantitative and qualitative research design. This study uses multiple variables, namely the variable "effectiveness of communication between teachers and students in improving student achievement in class IX SMP Negeri 2 Maros". The population of this study was 14 teachers and 209 students. The research took place at SMP Negeri 2 Maros. The research sample is balanced, while the population subject is a random sample. Data collection techniques used are observation, interviews, and questionnaires. Researchers combine several kinds of data analysis techniques. Quantitative data were analyzed statistically. For qualitative data is classified in the form of focus groups and becomes accurate facts.

## Results and Discussion

### Effectiveness of Communication in the Learning Process at SMP Negeri 2 Maros

This research was conducted to determine how communication effectiveness was implemented in the learning process at SMP Negeri 2 Maros. For this reason, the authors explore various information related to the implementation of the effectiveness of communication in the learning process. For example, to activate students in the learning process, a teacher often asks students' learning difficulties in the learning process; the answers given by respondents vary greatly. More details can be seen in the following table:

**Table 1. In the learning process, teachers often ask about learning difficulties**

No	Answer Category	Frequency	Percentage
1.	Always	18	39.2%

2.	Sometimes	15	32.6%
3.	Rarely	13	28.2%
4.	Never	0	0%
Amount		46	100%

The table above shows that in teaching, the teacher always asks about students' learning difficulties. It is proven that 15 or 32.6% of students who answered in the teacher's learning process often asked students' learning difficulties, 15 or 32.6% answered sometimes, 13 or 28.2% answered rarely, and 3 or 6, 6% answered never. The results of the questionnaire above prove that in the learning process, teachers often ask about students' learning difficulties, especially for teachers; one of the learning indicators is to see how far students understand the material that has been presented. However, to find out the students' activeness in the interaction, the author asks questions about the teacher often helps you solve the learning difficulties you face.

**Table 2. Teachers Help Solve Learning Difficulties**

No	Answer Category	Frequency	Percentage
1.	Always	35	76.2%
2.	Sometimes	5	10.8%
3.	Rarely	3	6.5%
4.	Never	1	0.5%
Amount		46	100%

Based on the questionnaire data in the field, it proves that 35 or 76.2% of students who answered the teacher often helped solve the learning difficulties you faced, 5 or 10.8% sometimes answered, 1 or 0.5% answered Rarely and never. The questionnaire data clarifies that the students' condition at SMP Negeri 2 Maros is evident in students' activeness in interacting (communicating). They are related to the problem above, Nurjannah, S.Ag. Explained that: Students are very active in learning when the teacher asks students' learning difficulties and helps solve problems faced by students. Based on the questionnaire and the description, it can be understood that the participation of students and teachers in the learning process is very effective so that students will automatically be motivated in learning.

The results of field observations that the teachers of SMP Negeri 2 Maros have fulfilled three types of variables from the many types that can determine student learning success in creating adequate learning conditions. The three variables include:

1. Actively involve students

Involving students actively is one of the efforts to create educative communication (communication). In this case, the teacher must become a communicator in the learning process to assist/guidance when students have difficulties in learning. Moreover, to find out more clearly whether in the teaching and learning process the Pendais teacher always assists/guidance to students who have difficulty for more details can be seen in the following table:

**Table 3. Frequency of Asking Teacher's Help when Getting Difficult**

No	Answer Category	Frequency	Percentage
1.	Always	25	54.3%
2.	Sometimes	20	43.3%
3.	Rarely	1	2.3%
4.	Never	-	-
Amount		46	100%

Based on the table above shows that 25 or 54.3% of students who answered often asked for help/guidance from the teacher when they had difficulties, 20 or 43.4% of students answered sometimes and 2.3% rarely answered, and 0% of students who never asked for help/guidance from the teacher when they had difficulties. By the information given by one of the class IX teachers of SMP Negeri 2 Maros that the teaching and learning system emphasizes students' activeness physically, mentally, intellectually, and emotionally, the teacher obtains good learning outcomes. Effective too. Based on the results of the table and added to the description above, it can be understood that the subject matter that requires study and analysis, students need the help/guidance of a teacher in the learning process.

## 2. Attract students' interest and attention

There is no learning without student activity, while student activity will appear by itself when the material taught by the teacher stimulates to attract the interest and attention of the students themselves. Therefore, the researcher asked respondents about the teacher attracting students' interest and attention in the learning process for more details. Furthermore, it can be seen in the following table.

**Table 4. Teachers Attract Students' Interest and Attention in the Learning Process**

No	Answer Category	Frequency	Percentage
1.	Always	40	86.9%
2.	Sometimes	6	13.1
3.	Rarely	-	-
4.	Never	-	-
Amount		46	100%

The table above shows that 34 or 86.9% of students who answered received encouragement from the teacher, 6 or 13.1% answered that they sometimes received encouragement from the teacher, and 0% answered that they rarely received encouragement and attention from the teacher. The above is by the statement of the Natural Sciences (IPA) teacher at SMP Negeri 2 Maros that all students study very often and feel happy about learning science subjects so that the interest and attention of students strongly support the success of the teaching and learning process.

### 3. Generating student motivation

Motivation can arise from within the individual and can also arise from outside influences. Although to generate students' learning motivation, teachers should try various ways, one of the ways teachers do at SMP Negeri 2 Maros, North Luwu Regency, is to attract students' interest in learning.

**Table 5. Teachers Always Motivate Students in the Learning Process**

No	Answer Category	Frequency	Percentage
1.	Always	30	65.2%
2.	Sometimes	10	21.7%
3.	Rarely	6	13.1%
4.	Never	-	-
Amount		46	100%

Questionnaire data showed that 30 or 65.2% of students answered that the teacher always motivated students in the learning process, 10 or 21.7% answered that sometimes the teacher gave motivation, 6 or 13.1% answered very rarely, and 0 % answered never. Therefore, the information above proves that the teachers at SMP Negeri 2 Maros always motivate class IX students in the learning process. This is by what the Principal of SMP Negeri 2 Maros said that as a teacher who knows his duties and responsibilities that he is not only a teacher but also an educator, he should give attention and motivation to students in dealing with learning difficulties, including student activity in learning. Interact.

**Table 6. Recapitulation of Questionnaire Tabulation Item No. 1-5**

No.	Answer Category	Question Items					Amount
		1	2	3	4	5	
1.	Always	32.6%	76.2%	54.3%	86.9%	65.2%	77.36%
2.	Sometimes	32.6%	10.8%	43.4%	13.1%	21.7%	29.47%
3.	Rarely	28.2%	6.5%	2.3%	-	13.1%	12.10%
4.	Never	6.6%	6.5%	6.5%	-	-	0.52%
Amount							100%

Based on the questionnaire recapitulation table item No. 1-5 above, it can be seen that 77.36% always answered, 29.47% sometimes answered, 12.10% answered rarely, and 0.52% answered never. The learning process at SMP Negeri 2 Maros is then analyzed for the data collected in this thesis research; then, the writer can present the results of the learning process as follows:

Teaching and learning are two concepts that cannot be separated from each other. Learning refers to student activities, and teaching refers to teaching activities. Learning is the process of

changing one's behavior due to experience and practice, while teaching is an effort to guide students in learning. Learning and teaching as a learning process occur when there is an interaction between teachers as teachers or students as students. In the teaching and learning process, there must be interaction or communication to increase student learning achievement. Furthermore, to find out the percentage of teacher and student communication, it is measured by the percentage of the categories of students who are included in the categories always, sometimes and rarely, and never moderate.

$$P = \frac{F}{N} \times 100\%$$

1. Children who are included in the always category, as many as 145 (77.36%)

$$\frac{145}{190} \times 100\% = 77,36\%$$

2. Children who are included in the moderate category, as many as 56 (29.47%)

$$\frac{56}{190} \times 100\% = 29,47\%$$

3. Children who are included in the excellent category, as many as 23 (12,10%)

$$\frac{23}{190} \times 100\% = 10,02\%$$

4. Children who are included in the less good category, as many as 1 (0.52%)

$$\frac{1}{190} \times 100\% = 0,52\%$$

Thus, children included in the category always reach 145 children or 77.36%, then 56 students who enter the medium category or 29.47%, who enter the excellent category are 23 students or 12.10%, and those who are categorized as unfavorable is 1 or 0.52%..

## Conclusion

After listening to the entire contents of this research, the following authors try to provide a conclusion that shows the essence of writing this thesis, namely as follows:

1. Teaching and learning are two concepts that cannot be separated from each other. Learning is the process of changing one's behavior due to experience and practice, while teaching is an effort to guide students in learning.
2. Learning and teaching as a learning process occur when there is interaction between teachers as teachers or students as students. Therefore, effective interaction or communication must increase student learning achievement in the teaching and learning process.

The communication applied consists of several aspects, namely verbal communication, which includes; (1) Vocabulary (vocabulary), (2) Rasing (speed), (3) Intonation of voice, (4) Humor, (5) Short and clear, and (6) Timing (right time), while communication the second is Nonverbal

Communication which includes: (1) Facial expressions, (2) Eye contact, (3) Touch, (4) Posture and gait, (5) Sound, (6) Gestures.

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